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ABSTRACT

The Community Day Program was adopted at Marcy Open School after strong parental support was demonstrated. A central focus of the program was to integrate community experience into the school curriculum and a large staff of volunteers was considered necessary for this task. Specific goals of the community plan were to provide activities, materials, and interactions otherwise unavailable to students, and to give teachers release time. Teachers most commonly used their release time to plan with interns or adults, to work on classroom records, or to organize classroom materials. Evaluation of the program was difficult because of the presence of the halo effect and the absence of a criterion. Graphs indicate that the participants perceived the students' overall behavior as positive and that the participants were satisfied with the program. (BJG)

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# MARCY OPEN SCHOOL
# COMMUNITY DAY PROGRAM REPORT

June 21, 1974

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This is a SEA Level I formative Evaluation report, prepared as part of the Community Day evaluation effort at Marcy Open School. Contact Sydney Hoppe, Marcy Community Day Evaluator for further information.

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MARCY OPEN SCHOOL

Community Day Program Report

Procedure and Re-statement of Goals

The present report is based upon the data and observations collected from Community Day activities on eight Tuesdays in April and May, 1974. The participants consisted primarily of eight classrooms, four of which participated for the first time in May. Each "family" at Marcy consists of two classrooms. The breakdown of participation is: Family One had CD five times, Family Two had CD four times, Family Three had it three times, and Families Four and Five each went twice. The report is organized into sections based upon the goals for Marcy School as they relate to the evaluation of the CD program. An attempt is made to clarify the relationship between the goals as they were written into the Community Day proposal, the expectations expressed by various groups involved, and the observations of the evaluator.

The data in the report has been gathered from interviews and questionnaires constructed specifically for Community Day. Some "quantifiable data", that is those items which "stood still" long enough to be counted, measures the impact of the school on the community based upon the behavioral and attitudinal observations of the volunteers and resources. For purposes of this report, "volunteer" refers to any adult who accompanies the children to a site, or who works with them in the classroom. "Resource" refers to an adult or site location which serves as the "educational input" to the students.

One crucial basis for the CD evaluation is the three major Marcy goals for children, as well as the additional program-specific goals. The goals and the evaluation expectations are outlined in the Community Day Proposal, and will be restated here to clarify the report for the reader.

The three components of the goals for children are:

1. We want girls and boys to speak, listen, write, read and deal with mathematical concepts effectively and confidently.

2. We expect that children will take more responsibility for their own learning in all areas--social, academic and physical.

3. We hope children will increase their understanding of their individual rights and the rights of others.

The evaluation task is to determine whether the CD program facilitates growth in those areas as well as meets the program-specific goals.

The program-specific goals are asked of the CD program in the following way:

1. Does CD provide "activities, materials, and interactions" which would not otherwise be available, and in addition, "...what aspects of the regular school environment are interrupted or eliminated by the implementation of CD."

2. The proposal asks:
   a) how do the teachers use the additional time now available to them?
   b) how do they set their priorities?
   c) how much is accomplished of what they have planned, and
   d) what is the effect of the program on the staff?

3. What is the degree of satisfaction among the various participants involved in the program?

The information pertaining to the academic aspects was collected by distributing questionnaires and observation sheets to the teachers and volunteers in order to determine the kinds of basic skills required in the different phases of CD. Teachers were also asked to indicate their expectations for student accomplishment both during a specific CD, and for the projected range of Community Days.

The data relating to the second component of student goals; responsibility-taking, were collected by the monitoring of the evaluator and the Community Day Developer, based upon observation and teacher reports. Additionally, a section of the student interviews conducted for the overall Marcy evaluation included questions about CD. This student interview was collected from 37 students drawn from the random sample used in the overall Marcy evaluation.

A questionnaire which included ratings of children's behavior, both in relationships with adults, and with each other, was distributed to both volunteers and resources to assess the impression made by Marcy students on the community.

Teacher-related aspects of CD were examined by giving each teacher a questionnaire asking them to list the expectations for the use of their own time, the accomplishments of their students, the degree of satisfaction and level of their own goal attainment.

Observation sheets requesting information on the re-integration of activities into the classroom were also distributed to each teacher in an attempt to examine that expectation for CD.

Each volunteer, resource and teacher was asked to give a rating of level of satisfaction with their experience in the program.

A questionnaire was sent home from the school to parents in early March, and again in Mid-May to measure the amount of participation, the level of understanding and the amount of satisfaction with the program.

The present evaluation report will describe the emerging pattern of CD as it relates to the proposal, and will raise some issues which seem pertinent to the attainment of its goals.

The following section briefly recapitulates the formative history of the CD program in order to give the reader a context in which to absorb the data interpretation and observations.

History

Integral to the functioning of Marcy School is a strong involvement by volunteers. That concept was given a sanction by forming a part-time position the first year, titled "parent-liaison". The function of this position was to maintain a strong link between the professional school staff and the parent community. As more and more parents and other adults in the community became active participants in various aspects of the school, and as the staff came more and more to trust and depend upon that involvement, the part-time position, now titled Community Resources Co-ordinator, expanded to a full-time job. The philosophy of looking to the community as a vital and legitimate source of education flowed naturally from this basic approach into the more specialized Community Day concept.

That specific concept was formulated in the minds of some teachers and parents who began to meet together in the summer of 1973 to crystallize the concept into a working format. The committee expanded to include input from more members of the school community[1]. As the committee re-worked the early drafts, it sought to develop a proposal that would provide several things. These included teacher release time, wider integrated curriculum opportunities for students, and coordinated participation of parent volunteers and community resources.

The proposal was written partially in response to the teachers' expressed need for more planning time, as well as to provide an opportunity to try exciting ideas for student-community interaction. It was considered crucial by the planners that CD provide meaningful experiences for Marcy students. Some parents and staff were concerned about a possible conflict from these dual goals. Will the teachers really have more free time, or will the demands for CD planning impose an extra burden? Tuesdays were proposed as the best "Day" because of the already existing shorter school day due to the Tuesday Release Time program in the Minneapolis Public Schools.

The position of the coordinator evolved out of the attempts to reconcile the release time--curriculum problem. The job description of the (as the title was devised) Community Day Developer includes coordinating the days' activities of the students, training volunteers, planning and integrating the community involvement with the curriculum. (c.f., Proposal, p.4)

The committee and eventually the Marcy Council felt very strongly that implementation of such a program was only possible with the firm support of the parents. Meetings were organized to present the proposal, and ballots were distributed for the parents to vote their approval or express their reservations. The Marcy Council was very active in soliciting votes, and postponing the program

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[1]Information provided from notes by Frank Giannotta, MET Evaluator.

adoption until a clear majority had voted yes. On February 4, the program officially began with the hiring of the Developer and the Evaluator.

The data collected from the first few Community Days was primarily formative in nature. The process was to collect, organize, and then pinpoint the weak spots to feed back to the Developer. The evaluator and the CDD then met with the teachers and other involved staff to disseminate the information. The result was, that each CD, in the beginning, was modified in response to the critique.

Program-specific goals: Impact on the Community

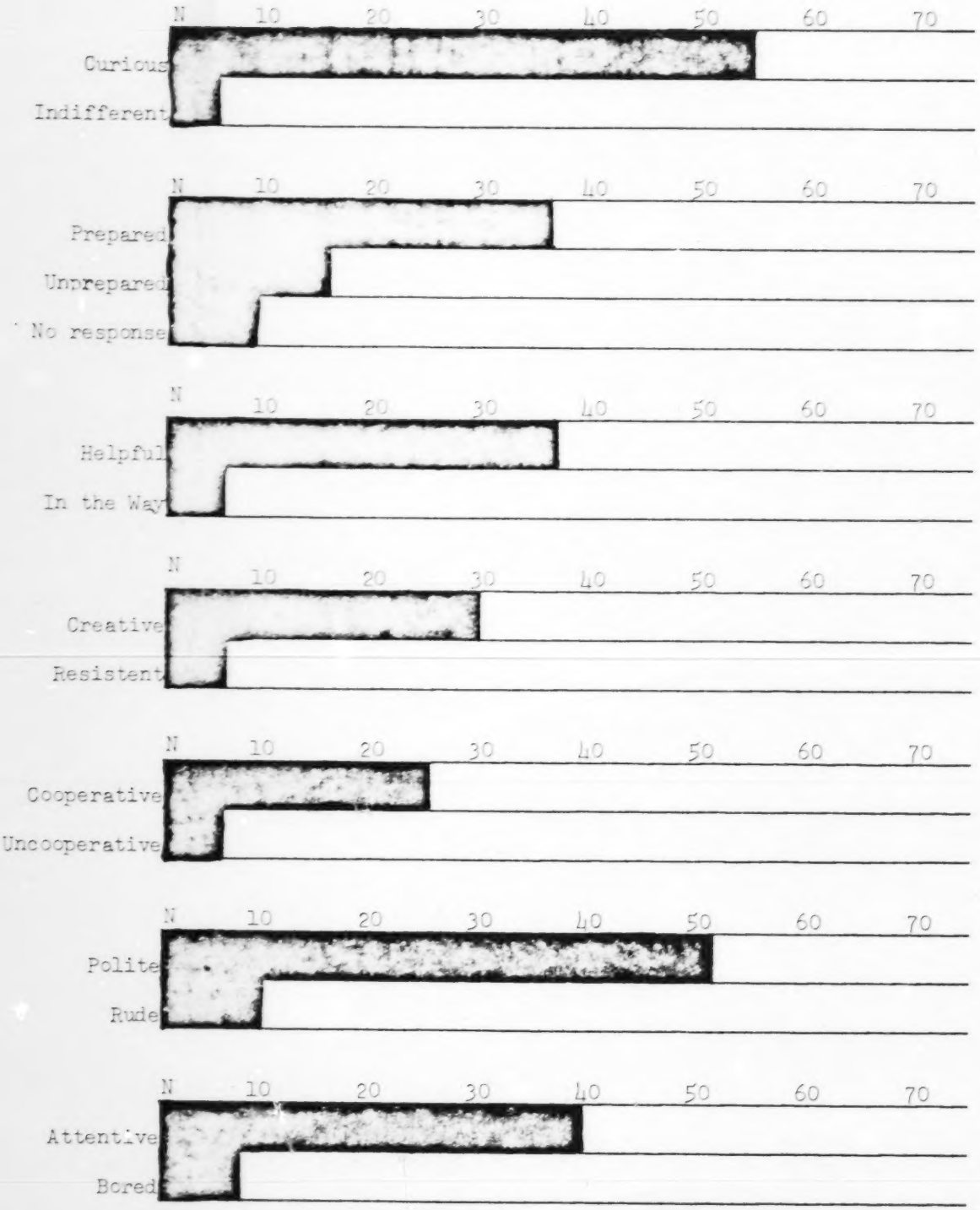
Even though it was not a stated goal in the CD proposal many people closely involved with the implementation of the CD program felt very strongly that one criterion of success for the program would depend upon the acceptance by the community of this new approach. Accordingly much of the evaluation was geared to satisfy that expressed need.

One way of assessing the impact of the program on the community is to compare the ways in which the resources and volunteers perceived the behavior of the students. The willingness to participate again in the program, and the level of satisfaction with their own experiences also contribute to the total impact.

The following graphs were constructed in response to the questions: "Please rate the overall behavior of the group". The ratings were based upon a set of forced-choice pairs of opposing adjectives for student behavior. Both the volunteers and the resources were given the same sets of choices. Persons checked only appropriate descriptions, thus the number of responses varies from the number of respondents.

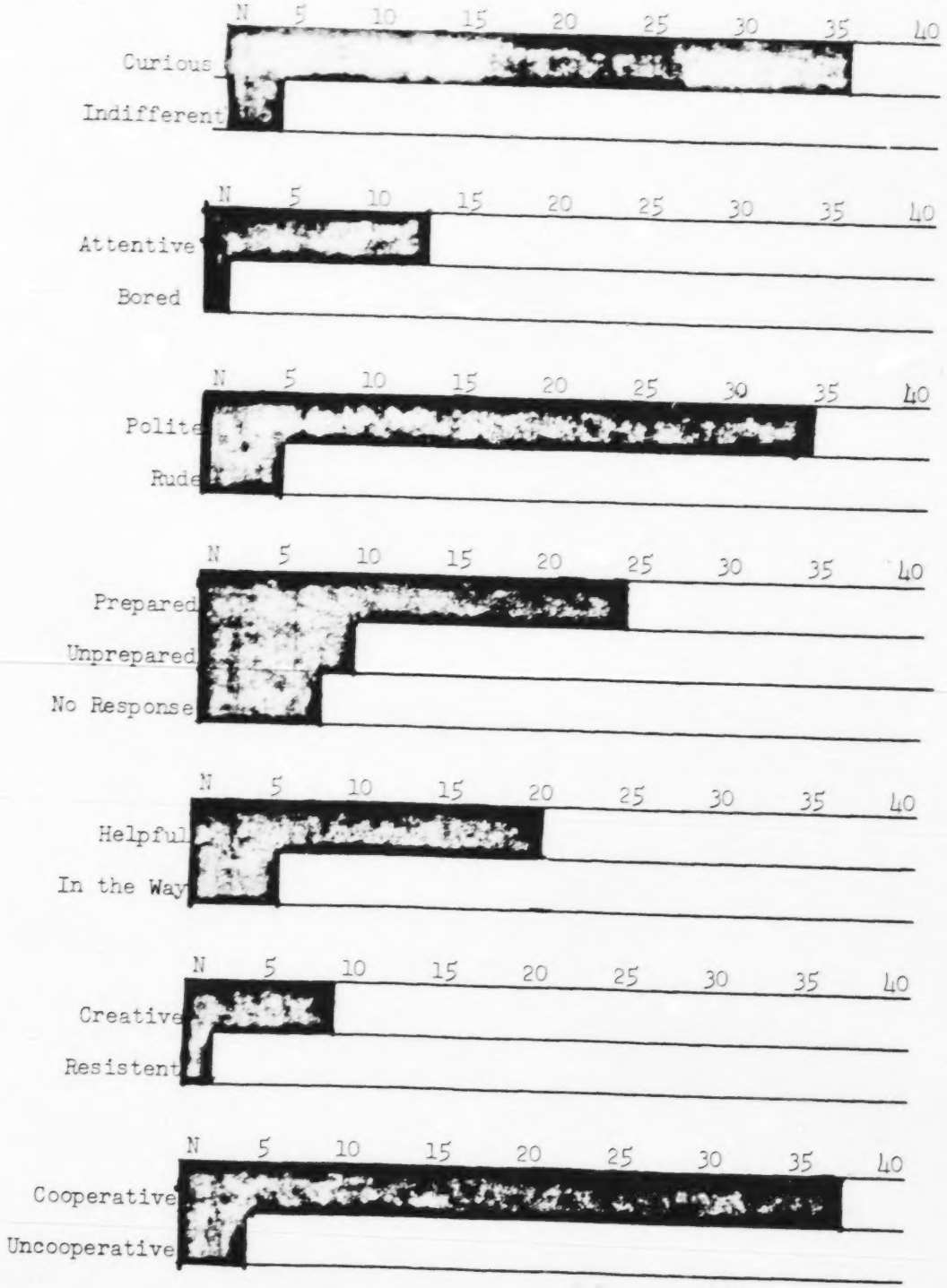
Volunteer Perception of Students' Behavior

Forms distributed = 121 Number returned = 71



Resources Perception's of Students Over-all Behavior with Them

Number of questionnaires returned = 49  Number distributed = 64

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The picture presents a fairly positive view of the students. Comments, both those written on the evaluation forms, and those made personally to the evaluator, reflect a "halo" effect. That is, people tend to give high numerical ratings on the form because they are aware that they are participating in a new program. The comments, however, both those written on the form, and those made personally to the evaluator, tend to qualify the initial impression of over-all positiveness.

The comments raise the following issues:

"I don't know how much I had to prepare in order to work with the kids."

"I don't know the background of the kids or the classroom preparation in this area, so I can't answer the question about preparation."

"Sometimes the attention span and the resources' expectations don't match."

"Resources should have known how to gear their presentations to the students' level."

"Students seem overwhelmed with the experience and didn't know what they wanted."

"I lose touch after the experience is over--what is the effect of the experience on the kids after they are back in the classroom?"

Generally, the picture of volunteers' and resources' responses show a congruence of perceptions of the childrens' behavior. Some hesitation was noted in the comments, however, which again indicate that there may be a halo effect. The respondents sometimes seemed to go out of their way to explain a positive rating.

"Kids will be kids; I didn't expect too much."

"They're just normal kids."

"I expected some restlessness."

The most difficult to interpret statement was: "They were very good, considering..."

Often, the question of preparedness was avoided, or qualified by the resources, in particular.

"I don't know the school curriculum well enough to know what to expect in the way of preparation."

"I guess they were prepared, but I didn't know what they wanted to find out."

"There wasn't any way they could have prepared for this."

It has also been noted by the evaluator, that in spite of advance knowledge, resources are surprised that the students are so young. It seems to be as difficult to understand that young children are interested in a particular subject as it is to gear down an explanation of that subject. Because the Marcy curriuclum is not grade-oriented, children's interests do not necessarily follow a pre-ordered level of difficulty. Nine year-olds and five year-olds may be pursuing the same interests, both in the classroom, and outside of it, at their own levels of ability. The Marcy concept of integrated curriculum is a response to the multiple age grouping, which the community at large has not yet assimilated.

The numerical aspect of CD offers another perspective on the question of impact. The number of volunteers, resources, students and teachers involved may be used to put the program into an overall perspective. (Data based on information collected through May 14).

Number of volunteers: 98

Percentage of parents: 59%

Overall percentage of parent population of school who served as CD volunteers: 23% (For purposes of these computations, families are considered to provide one representative adult at any given time).

There is an average of thirty students per room. The number of volunteers utilized so far in CD is 20% of the parent population of each room. Each CD so far has provided at least five groups per room. The groups are deliberately kept at a small size; they average about six per group. In order to maintain a CD program for each room, there must be a commitment of 20% of the parents for that room. An additional factor is that the 20% often consists of the same parents volunteering more than once. In the program to date, 21 parents have worked on two days, and nine have volunteered three times.

The point is that it looks as though there are 30 available parents in any given room on any given Tuesday, but that in fact the number of parents who can actually participate is far fewer.

The remaining volunteers were drawn from the aides in the classroom (two of whom are parents), intern teachers, Project Open students, student-teachers and non-school personnel. The four aides each participated in three CDs.

The period of time covered for these figures consists of nine CDs, from February 26 to May 14.

The program so far has been able to maintain the needed numbers of volunteers. It is questionable, however, if maintainance can be contined at the same level. Other kinds of programs are ongoing at Marcy, many of which require the aid of parent or other non-school adults. As of January, 1974, according to the Community Resources Coordinator, 45% of the parents were active in the school in ways other than simply attending adult-centered meetings. Data is not available at this time about how many of those people have either shifted over to the CD program, or who have added on CD responsibilities to their ongoing involvement within the school.

Aside from volunteers, the CD program requires a varied and numerous availability of resources in the community. The total number of resources provided so far is 65 site locations (with supervisory adults) and eight "natural" locations (parks, riverbanks, etc.). Just counting the sites and attending adults, 15 have been used on two CDs, two have been visited three times.

Many of these resources do not typically open up to the public. Exceptions were granted because the group was small, or because of personal favors.

The sheer barrage of numbers does not clarify, except for those directly involved in the program, the element of logistics. For example, there has been mention of the possibility of CD occuring on a weekly basis, although this was not specifically called for in the proposal. If that were to happen, the task of organization would involve lining up (generally by telephone) enough adults

and resources to handle 60 groups of students from the school. The figure of 60 groups is based upon computing from an average of six groups per room consisting of five students each for the ten classrooms. The task may be a manageable one, but it would be accomplished at the expense of some of the other goals of the CD program; which includes the goal for the CD program to provide teacher release time, staff development, sharing and teaming. This is considered crucial to the smooth functioning of an Open School. The purpose of the school program, however, (including release-time for teachers) is also to provide the best possible environment for children. The expectations are for the CD program to provide a high quality experience for the students. These goals; excellence of program and teacher-release time, are not necessarily in conflict with each other on paper. The actual implementation of the program, however, shows, in sharp relief, that there is a conflict, at least in terms of management.

For example, stated expectation of the Developer's job description is to provide integration of ongoing classroom activities with those of CD. Observation and involvement in the classroom is suggested as one method of accomplishing this. The prospect of organizing several small groups per classroom, around an integrated concept, poses a conflict of priorities. Should the teachers be released for a set amount of time (possibly each Tuesday), regardless of the quality of the students' part of the program? The reservations of the parents during the initial planning and writing of the proposal become very relevant here. How does CD differ from a field trip, or an experience provided by the parent? Whose responsibility is it to plan the activities and re-integrate them into the learning environment of the classroom? The proposal lists the latter responsibility as part of the position of the Community Day Developer. "1. Observing in the resource centers and families and becoming aware of the present curriculum and the possibilities for integrating CD activities into the classroom" and "working with the staff to prepare Marcy students for CD activities." (Proposal, p.4)

A recent Community Day (May 11) involved seven classrooms. The task of setting up the mechanical part of the program far outweighed the time available for curriculum development. It is not the sole responsibility of the CDD to plan an integrated curriculum. The cooperation of the teachers is essential. The parents' concern about CD providing release time or becoming a burden to the teachers still appears to be a live issue. The teachers must decide their level of commitment to the program based upon a realistic examination of planning time and process. The following section on teacher-related data reveals some of the expectations and accomplishments provided so far by CD.

A further measure of the Marcy School impact on the community can be assessed by looking at the data on resource willingness to participate another time, and by the level of increased understanding of the Marcy program.

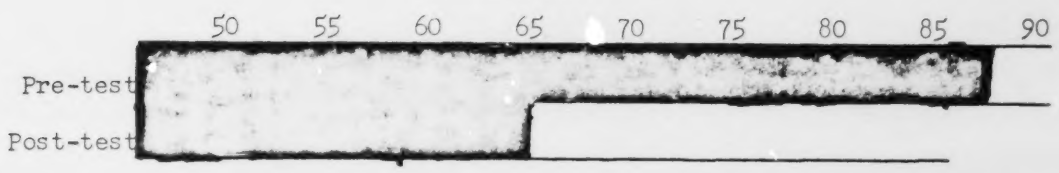
1. When asked if they would be willing to serve as a resource again, 32 resources agreed and only five did not.

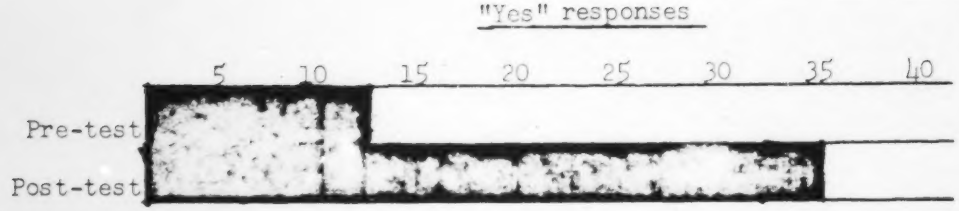
2. Twenty-one of the resources indicated that the CD experience had increased their understanding of the Open School approach, six replied "no" and eight were "not sure".

The parent questionnaire was distributed at the beginning and end of the Community Day program. The primary purpose of the questionnaire was to determine levels of parent satisfaction with the program to date, and to assess the degree of involvement in the program. Comparisons of the pre and post test results indicate a dramatic movement of little involvement to greater involvement by parents.

Item: I am involved in some aspect of CD.

No. of Responses
Pre-test = 99
Post-test = 89






The pre-test response to the question of involvement indicates that 87% of the parents answered "no" while the post-test response indicates 65% answered "no".

The pre-test response indicates 12% answered "yes" to the question of involvement while the post-test response indicates 35% answered "yes".

These results indicate that almost three times as many parents were involved at the end of the "pilot run" as had been involved in the early stages of the trial.

Program-specific goals: Teacher Expectations

As previously noted, one of the major goals of the CD program was to provide release time for teachers. The CD proposal listed 27 possible activities for which teachers might utilize the release time. In fact, the teachers' actual use of time can be categorized as follows.

Based upon nine returned questionnaires of a possible 12.

Planning with interns - five responses
Planning with other adults - nine responses
Work on classroom records - five responses
Organize classroom materials - six responses
Plan special activities - two responses
Committee obligations - one response

How much was accomplished of the Day's planned work?

All - four
One-fourth - one
One-half - three

If all was not accomplished, it was because:

Not enough time - two responses
Distractions if students left behind or returning early,
(including planning for five-year-olds who stayed all day) - two responses
Professional interruptions - two responses
Other adult interruptions - five responses

Long range goals for this year's CDs listed by teachers for their release time included:

Time for better preparation - three responses
Prepare for CD - one response
Develop behavior management skills - two responses
Professional development - one response
Recordkeeping - three responses
Work with other adults - two responses

The teachers listed some long range goals for their students, i.e., their expectations of what CD would help students achieve.

Transition from classroom to outside environment - two responses
More in-depth learning - three responses
Discover how to use resources to further child's own learning - one response

When asked to list the expectations for accomplishment by one CD, the following categories emerged:

Learning to ask relevant questions - five responses
Learn to work as a group - four responses
Learning how to "follow thru" on activity making - seven responses
Sharing of experiences - four responses
Decision-making - two responses

How many of these expectations were fulfilled?

| | | | |
|---|---|---|---|
| None | ___ | three-fourths | 1 |
| One-fourth | ___ | All | 3 |
| One-half | ___ | Don't yet know | 1 |

How do teachers determine whether or not an expectation was accomplished by students?

Discussion afterwords - seven responses
Individual projects - three responses
Prepared material completed - three responses
Feedback and suggestion for continued activities - one response
Feelings about CD - one response

The pattern that emerges from the data indicate that the teachers seem hopeful about using CD as a means of guiding students into a process of "follow thru" on activities.

It is unclear from the data 1) how the teachers expect to accomplish this (though there are some trends which will be indicated later) and 2) the information about what constitutes a completed activity is not available. (How does this relate to the integrated curriculum concept, for example).

The responses to the Teacher Questionnaire section on accomplishment of long-range goals indicate that the teachers felt that their students accomplished CD goals more fully than they did for themselves.

A long-range time span on this questionnaire is highly variable because of the experimental focus of the program. Two classrooms began as early as February 26, and one as late as May 14, so "long-range" can refer to anywhere from 9 to 2 Tuesdays. Please refer to the Appendix: Schedule of Community Days at Marcy Open School for more detailed information about the number of CDs various classrooms participated in.

The teachers commented that they were very aware of the flexible nature of CD, that more time was necessary to fully integrate their classroom activities into the concept of CD, and therefore to use the available time more efficiently for themselves.

Teacher Questionnaires: 10 distributed
7 returned

Item: I accomplished my long-range goals for Community Day Release Time.

___None ___2 3/4

___1 1/4 ___1 all

___3 1/2

Item: My students accomplished their long-range goals.

___1 1/2 ___3 3/4 ___3 all

One of the main goals of the school relating to children's learning is the increasing facility of basic skills. The proposal states, "Motivation for learning the basic skills will be increased and gain importance to the children as they cope with concrete problems and situations in the wider community."

The only "basic skill" listed as an expectation by the teachers was "learning to ask questions". By implication, other expectations clearly involved "languaging" activity. Information about specific feedback of children's experiences

into the classroom is discussed in the section on Student Responses.

Interpretation of the teachers' responses seems to indicate a concern for the issue of "follow-up". That is, completing an activity, achieving a sense of closure for the student. The expectation in the proposal is for the Community Day Developer to facilitate that expectation. It is not clear whether the teachers view the CDD in that role, but it does seem possible, from the data, that CD is expected to provide that learning possibility.

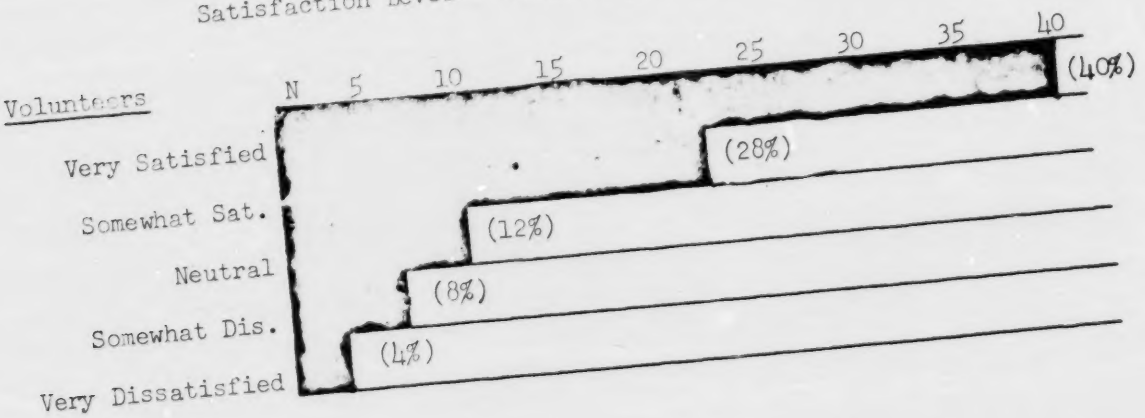
Program-specific goals: Level of Satisfaction

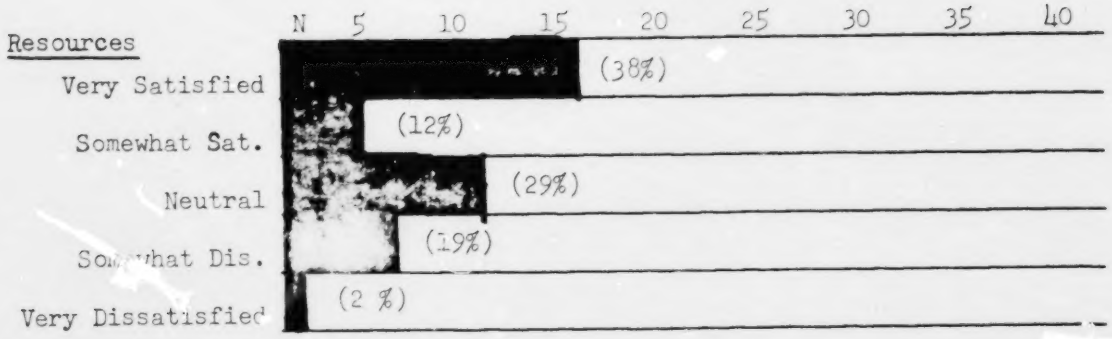
What is the degree of satisfaction among the various participants involved in the program?

Various participants in the CD program were asked to rate their level of satisfaction with their own experiences in the program.

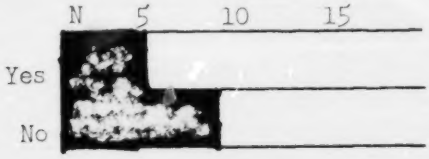
Data includes ratings from volunteers, resources, parents and teachers. Respondents were asked to circle the description that seemed to match their feeling; very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied.

Satisfaction Level - Volunteers and Resources:





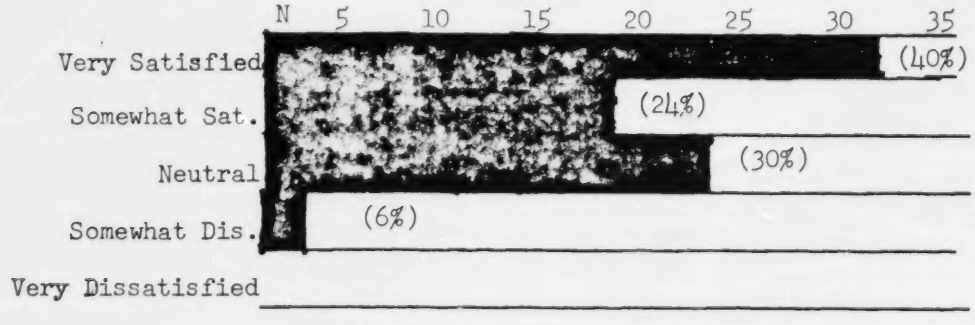

Resources: I was satisfied with the amount and type of preparation




The volunteers tended more often to be "very satisfied" than did the resources. The resources tended to check the neutral position more often. A possible factor may be the varying amounts of time that the volunteers and resources spent with the kids. The volunteers start out at the school, and transport forth and back, as well as accompany the groups during the activity. The implication may be that the more time spent with the students, the more likelihood of some positive interaction, and therefore more satisfaction is felt for one's role in the experience. Volunteers for the most part are also parents and, they have a high investment in the school.

The data from the parent questionnaire regarding satisfaction level show the following picture.

Parents' Satisfaction level: (Post-test only)



The level of satisfaction data shows that parents who marked "no" to the item: "I am involved in some aspect of Community Day" were more likely to indicate "Very Satisfied" on the satisfaction scale.

Item: "I am involved in some aspect of CD" Yes 32 No 58

Of the "no" group, 46% indicated "very satisfied" with the program.

Of the "yes" group, 16% indicated "very satisfied".

Interpretation is simply a common-sense note that people who are less familiar with an event have less basis with which to be critical or dissatisfied.

The data from the teacher questions on level of satisfaction are as follows:

Item: "I am satisfied with the CD program"

Very Satisfied = 4 responses

Somewhat Satisfied = 3 responses

Marcy Goals for Children

The goals for students which are assessed in this evaluation are listed in the beginning of this report.

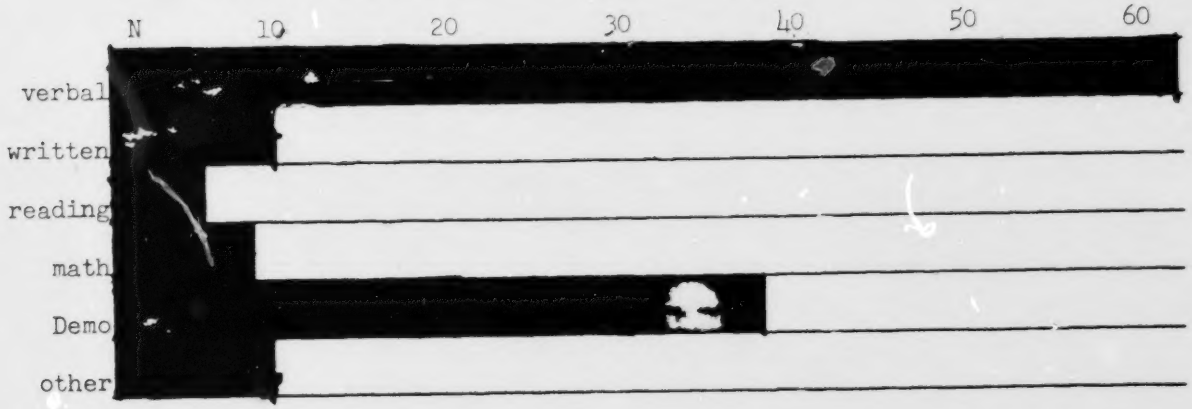
Goal 1 - Learning Basic Skills

The information about basic skills was provided in part by responses of the volunteers who were with the students.

Their picture of basic skill involvement looks like this:
To get some idea of which of the basic skills children were called upon to use for CD, a two-part format was devised. The volunteers were asked to rate both the way in which the activity was presented to the students (did the resource speak without using materials - did he/she hold up things for students to read, etc.), and the kinds of responses required by the students in order to participate. (Did they need to ask questions? read something, assemble a model, etc.) The volunteers had not been "trained" or briefed in terms of what each specific term meant regarding basic skills. It is in the planning for future CDs that

volunteers be involved more closely with preparation and follow-up of the activities. It may be possible then to present a less schematized and more elaborate evaluation of the various kinds of learning stimulated by CD.

Basic Skills : Presentation of Activity




Basic Skills: Response Required by Students

The teachers, some of the aides, or volunteers were given "feedback sheets" to list some of the ways in which activities were re-integrated into the classroom. Responses ranged from "impossible to tell yet", to specific printed lists of questions that the students were responsible for answering. A quantitative account of the numerous special projects and activities would simply be a number without much meaning. A more effective way of presenting this kind of information

would be through a personal observation of a particular concept of one CD activity - unfortunately, the evaluator, as a part-time employee is not able presently to do justice to that kind of observation.

Another way of looking at student responses to CD is to directly question the student about his experience. The Marcy student questionnaire included five questions about CD. Some of the questionnaire responses relate to assessment of a Marcy goal which is important to students:

Goal 2 - Taking Responsibility for Learning

Student Questionnaire Responses: Number of Respondents = 37

Item: How did you decide what to do for Community Day?

Student-originated choice = 5

Material or teacher presented ideas; student chose = 29

External influence = 2

Item: Was there anything you didn't like?

No = 25 responses

Yes = 7 responses

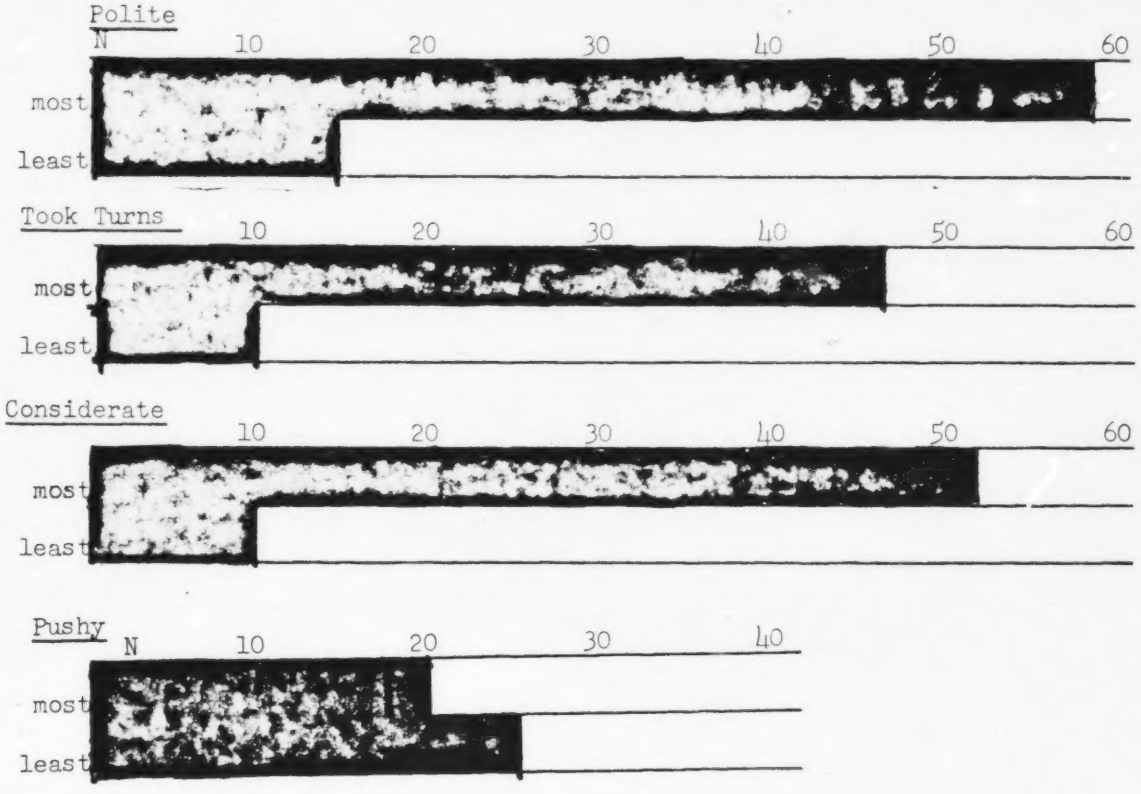
The question of student responsibility for learning is a vital one in school that believes in students making decisions. The process of CD as it has been formulated by the CDD reflects this goal.

As observed by the evaluator, the process is as follows:
Mattl meets with the teachers and gets their input about classroom projects, interests and ongoing activities. She organizes those, goes into the classroom and discusses with the students what the teacher has said and asks for their ideas, questions and concerns. This information is then categorized and appropriate resource sites are arranged. She then returns to the classroom and lists the various places and ideas that she has and the students make their final choices.

Goal 3 - Respecting Rights of Selves and Others.

One measure of this aspect of student learning was looked at in terms of volunteers' ratings of student behavior with each other, as well as the item of polite/rude on the volunteer and resource questionnaires.

Volunteers' Perception of Students' Behavior with Each other




The interpretation is a fairly straightforward one that the students are generally seem to be polite to the adults and considerate of each other.

## Community Day Conclusions

Community Day seems to be exposed to a multiplicity of expectations for it. Teachers expect it to provide staff development and planning time for a number of important activities; kids expect to have fun, and to do new and exciting things; parents expect the program to fit in with the overall goals of the Marcy educational program.

Is the program meeting its goals?

The interest and importance attached to community reaction shows a positive impact so far.

Feedback from the teachers and some students indicate that Community Day has provided some activities, materials and interactions which would not otherwise be available (c.f., program-specific goal, no. 1). There are some aspects of program-specific goals which have not as yet been assessed for evaluation. Because of the experimental and gradually phased-in nature of the program, it has not been possible to determine the "aspects of the regular school environment" which were "interrupted or eliminated by the implementation of CD".

The teachers have used the additional time for their own planned activities, setting their priorities primarily according to necessity for accomplishing school-related work. Most of them accomplished at least half of what they had planned. The effect on the staff is difficult to judge at this time, but most want the program to continue, and are excited about the possibilities for future integration.

The degree of satisfaction among all participants has been very high, with very little dissatisfaction expressed.

The three components for the goals for children show the following; that children have shown an increased ability to take responsibility for their own activities. They have shown an understanding of individual rights and the rights of others; but more subtle kinds of questions remain. How to measure the effectiveness of the students' activities on their classroom curriculum? There is no "countable" method now available. The CDD is not spending time working on the facilitation of integrated curriculum ideas. Some of the questions raised in the writing of the Proposal are still relevant - how have the priorities been set? Does CD provide real extra time for teachers, or impose a burden? How long can CD sustain the intense parent participation?

The recommendation of the evaluator is for participants to consider a modification of the program. Teacher and Developer planning should be built in - with CD functioning eventually to include students more into every phase - from phoning a resource or volunteer for their own interest group, as well as working out a series of related Tuesday experiences. Some indications from the most recent CD are that some students are getting more involved in the total planning. There has also been some cross-classroom grouping for CD activities. The CDD could then function as more of a special resource person for students and teachers rather than a traffic manager. One way of accomplishing this might be to reduce the number of CDs, facilitate increased teaming in the school among the teachers, give the CDD time to coordinate corss-classroom and family interests and activities, and to make site inspections.

Details and implementation remain in the hands of the staff and of the Marcy Council. The program has provided some valuable experiences and new directions for offering an Open School. Continuing modification can bring it more closely in line with its goals and sharpen the expectations to a level of an integrated implementation.

# APPENDIX

HIGHLIGHTS OF THE CD PROGRAM--AN INTERVIEW WITH THE COMMUNITY DAY DEVELOPER

The most rewarding aspect of the program for Matti has been reports from teachers that many students who had been unresponsive in class, suddenly came alive on Community Day. A number of these students moved into leadership positions as they organized other students around their interests.

Another rewarding aspect was the ease with which students were able to relate to the many many new adults in their expanded environment. Students became aware that a "teacher" can be anyone with a sense of excitement and interest in their work, and who are willing to share that with others.

Some students continued Community Day activities beyond school. One group had done an interviewing project (asking people about their jobs and other activities), and continued this in their families and neighborhoods.

ACTIONS BASED UPON THE PRELIMINARY

COMMUNITY DAY EVALUATION REPORT

The last Community Day of the Spring pilot program ended May 31st. A preliminary evaluation report was completed in mid-May, the Marcy staff and Council were given copies of the report and each group met to decide upon continuation of the program.

The staff felt a sense of satisfaction with the limited experience, but indicated that they need more time to fully integrate the goals of Community Day into their classroom activity. Teachers who had had more Community Day experiences could more easily pinpoint the areas that needed defining and had begun to work out accomodations. All the teachers felt that more time was needed to fully test the program against its goals.

The Marcy Council agreed to support the teachers' decision to continue the program for another year. Council members raised points of concern, but felt that it was the responsibility of the staff to develop a workable program based upon their needs and capabilities.

The recommendation of the evaluator to reconsider the possibility of a Community Day each Tuesday was agreed upon by the staff. A modification of goals, however, was felt to be premature. Continuing evaluation as the program unfolds in Fall, 1974 will provide the staff with on-going feedback.

Schedule of Community Day

February 26-(pre-pilot program) Family One

March 12-(pilot program) Family One

March 26-Family One

April 2-Family Two

April 18-Family One

April 23-Family Two

April 30-Family One and Three

May 7-Family Two and Four

May 14-Family One, Two, Three, and Five

May 21-Family Four

May 28-Family Three and Five